Master IELTS Visuals

Academic Writing Task One

Course Material and Supplements

For Academic Candidates

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INTRODUCTION

Understanding the Rubric

WRITING TASK 1

You should spend about 20 minutes on this task.

The charts below give information about world spending and population.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

The Task

Tasks involve reporting the data in a visual item or a collection of data such as a table.

The task is to write a report:

- Summarise the information in the visual or set of data:
  - Select the main features
  - Report the main features
- Make comparisons were relevant
- Spend about 20 minutes on the task
- Minimum 150 words → 165-170 words

Note: Finish task one during the first 20 minutes of your writing test and then move on to task 2. Do not swap!

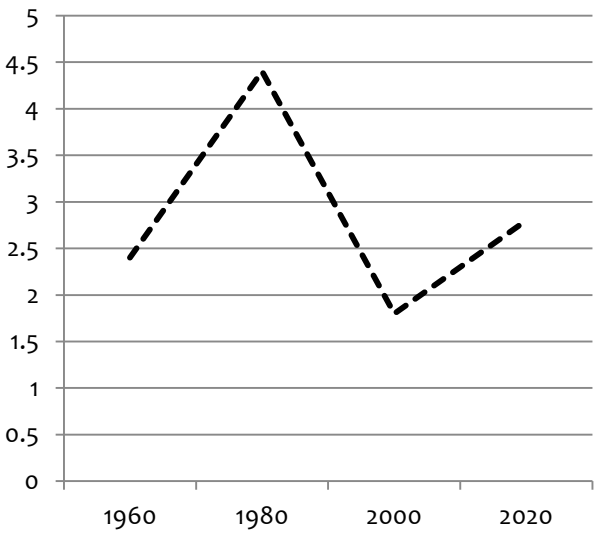
The Answer Sheet

The first two pages of the IELTS writing answer sheet are dedicated to task one and have 30 lines. Although you may ask for extra sheets to write your answer in, it is not likely to become necessary since the space you are already provided with is way more than sufficient.

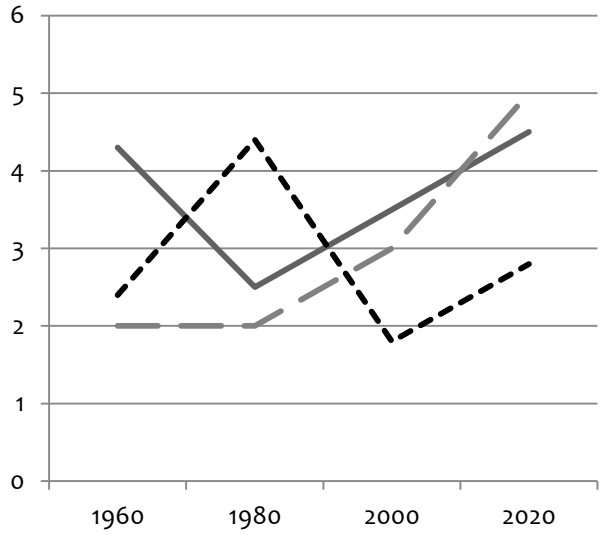
Task Types

You may be given a single visual or a combination of 2 or 3 different task types.

A. Line graphs

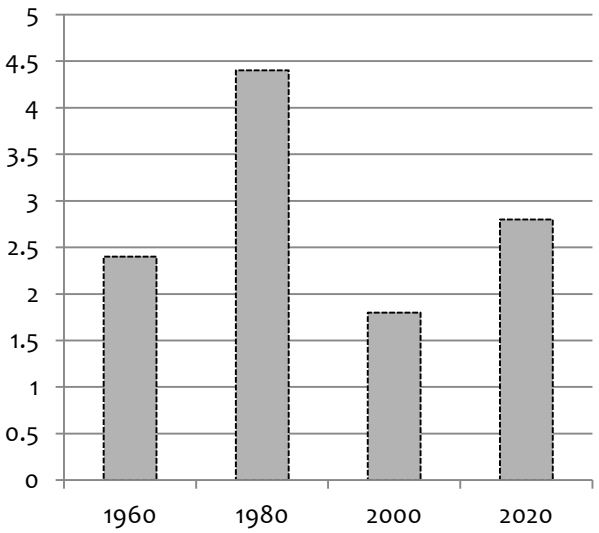


1. Single-variable line graph

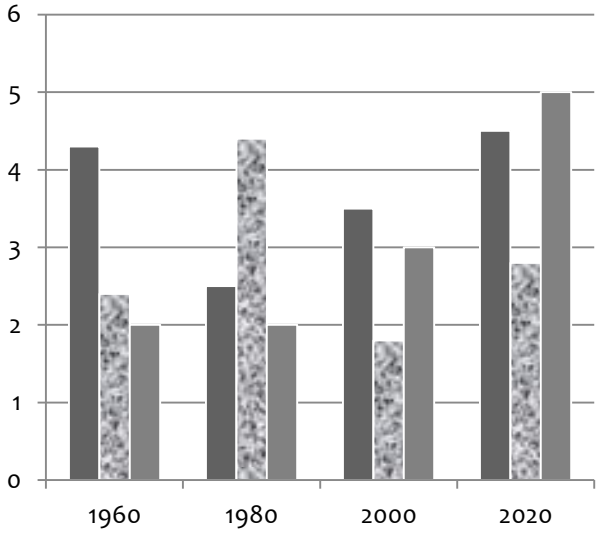


2. Multiple-variable line graph

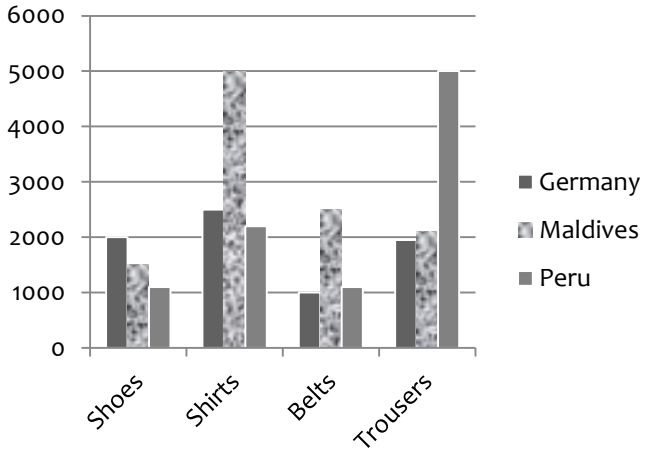
B. Charts



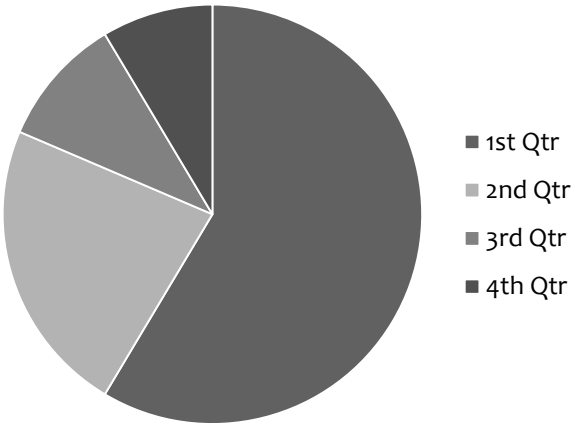
1. Single-variable bar chart



2. Multiple-variable bar chart



3. Comparison bar chart



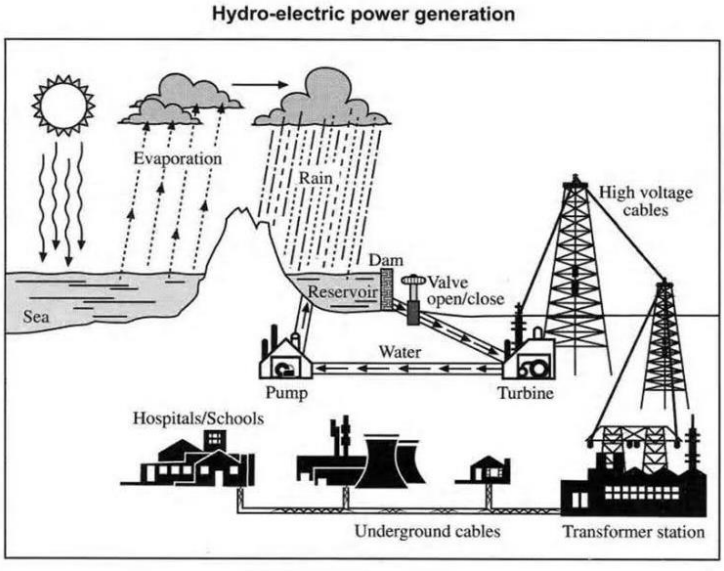
4. Pie chart

C. Tables

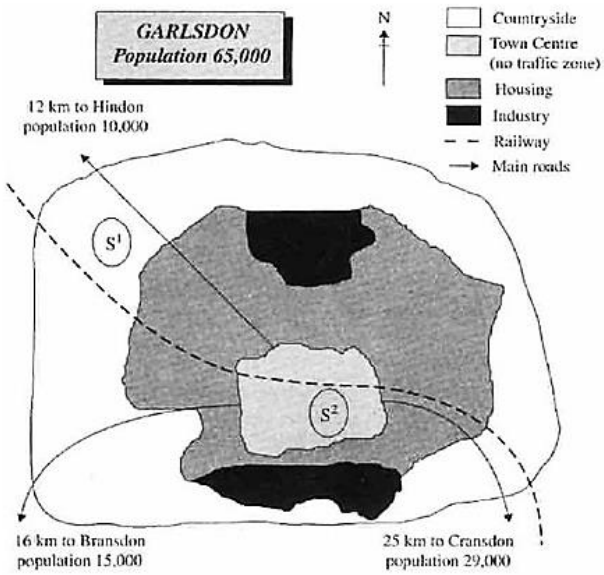
The proportion of income adults and children spent on 4 common items in the UK in 1998

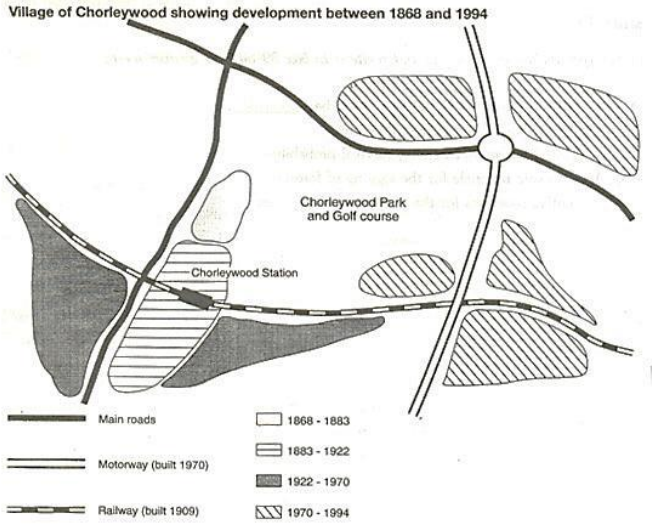
	food	electronic equipment	music	videos
adults	25%	5%	5%	1%
men	14%	10%	5%	2%
women	39%	1%	5%	0.5%
children	10%	23%	39%	12%
boys	9%	18%	38%	18%
girls	11%	5%	40%	17%

D. Process, Flowchart or Cycle Diagrams



E. Maps





1. Comparison map **2. Development map**

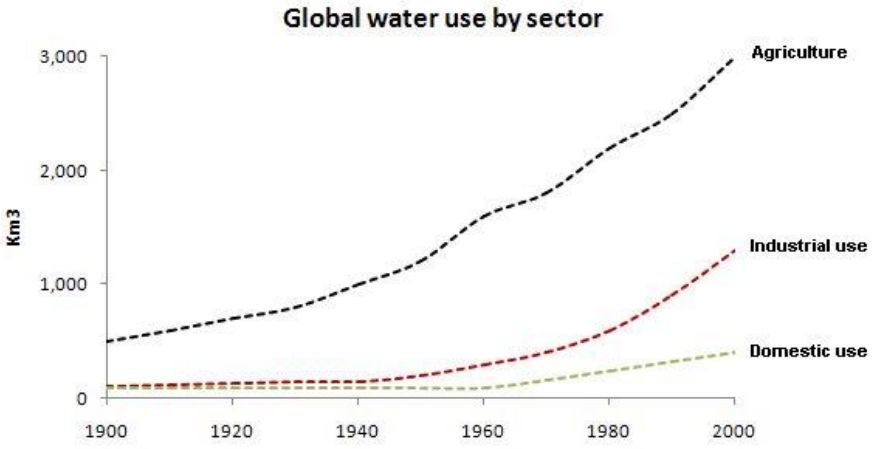
F. Multiple Task Types

You should spend about 20 minutes on this task.

The graph and table below give information about water use worldwide and water consumption in two different countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

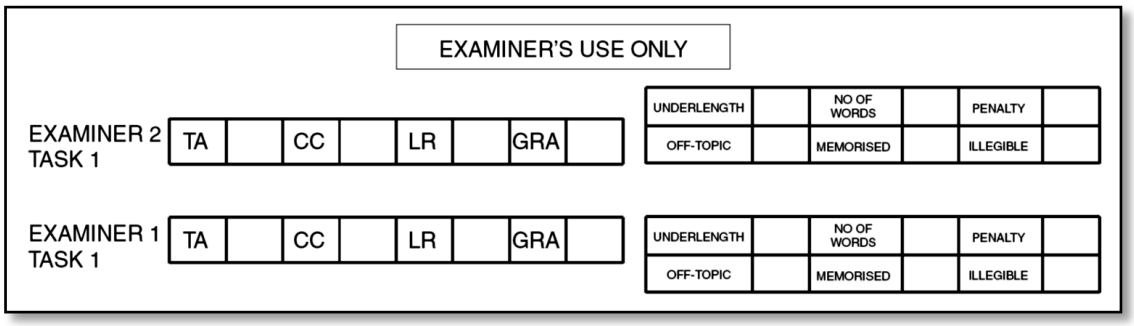


Country	Population	Irrigated land	Water consumption per person
Brazil	176 million	26,500 km²	359 m³
Democratic Republic of Congo	5.2 million	100 km²	8 m³

Assessment Criteria

Every report is read four times by an examiner and each time, it will be marked on one of the following criteria:

- Task Achievement (TA)
- Coherence and Cohesion (CC)
- Lexical Resource (LR)
- Grammatical Range and Accuracy (GRA)



Task Achievement (TA)

This criterion assesses how appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using the minimum of 150 words.

Academic Writing Task 1 is a writing task which has a defined input and a largely predictable output. It is basically an information-transfer task which relates narrowly to the factual content of the input data or diagram and **NOT** to speculated explanations that lie outside the provided diagram or data.

The examiner has the following questions in mind when assessing this aspect of your report:

1. Have you summarised the information appropriately by selecting and properly reporting the main features?
2. Have you made comparisons properly and sufficiently?
3. Have you provided overviews of the main trends/comparisons/stages?
4. Have you written a clear overview or summary for the report?

Coherence and Cohesion (CC)

This criterion is concerned with the overall clarity and fluency of the message: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

The examiner has the following questions in mind when assessing this aspect of your report:

1. Have you organised your information logically?
2. Is there an overall flow or progression in your report?
3. Have you used linkers correctly, properly and sufficiently?
4. Have pronouns been used correctly and do they have clear references?
5. Have you organised the text in paragraphs logically and sufficiently?

Lexical Resource (LR)

This criterion refers to the range of vocabulary the candidate has used and the accuracy and appropriacy of that use in terms of the specific task.

The examiner takes the following points into account when assessing this aspect of your report:

1. Words
    a. Range and flexibility
    b. Level
    c. Precision
    d. Style
    e. Collocation
2. Vocabulary mistakes
    a. Spelling
    b. Word choice
    c. Word formation

Note: *when evaluating mistakes, the effect each has on the reader and the intelligibility of your report is taken into account.*

Grammatical Range and Accuracy (GRA)

This criterion refers to the range and accurate use of the candidate's grammatical resource as manifested in the candidate's writing at the sentence level.

The examiner has the following questions in mind when assessing this aspect of your report:

1. Have you used a variety of sentence structures?
2. How often have you used compound structures?
3. Mistakes
    a. Grammar
    b. Punctuation

Note: *when evaluating mistakes, the effect each has on the reader and the intelligibility of your report is taken into account.*

IELTS Task 1 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	• **fully** satisfies **all the requirements** of the task • **clearly** presents a **fully developed** response	• uses **cohesion** in such a way that it **attracts no attention** • **skilfully manages paragraphing**	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• **covers all requirements** of the task sufficiently • **presents, highlights and illustrates** key features/ bullet points **clearly** and **appropriately**	• **sequences** information and ideas **logically** • manages **all aspects of cohesion** well • uses **paragraphing sufficiently and appropriately**	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• **covers** the requirements of the task • (Academic) presents a **clear overview** of **main trends, differences or stages** • (General Training) presents a **clear purpose**, with the **tone consistent and appropriate** • **clearly presents** and **highlights** key features/bullet points but **could be more fully extended**	• **logically organises** information and ideas; there is **clear progression throughout** • uses **a range of cohesive devices appropriately** although there may be **some under-/over-use**	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• **addresses** the requirements of the task • (Academic) presents **an overview** with **information appropriately selected** • (General Training) **presents a purpose** that is **generally clear;** there may be **inconsistencies in tone** • **presents** and **adequately highlights** key features/ bullet points but **details may be irrelevant, inappropriate or inaccurate**	• **arranges** information and ideas **coherently** and there is a **clear overall progression** • **uses cohesive devices effectively,** but **cohesion within and/or between sentences may be faulty or mechanical** • **may not always use referencing clearly or appropriately**	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication

5	• **generally addresses** the task; the **format may be inappropriate in places** • (Academic) **recounts detail mechanically** with **no clear overview**; there may be **no data** to support the description • (General Training) may present a **purpose** for the letter that is **unclear at times**; the **tone may be variable** and **sometimes inappropriate** • **presents, but inadequately covers**, key features/ bullet points; there may be a **tendency to focus on details**	• presents information with **some organisation** but there may be **a lack of overall progression** • makes **inadequate, inaccurate** or **over-use of cohesive devices**	• may be repetitive because of lack of referencing and substitution • uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate • (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate • may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling; errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• fails to address the task, which may have been completely misunderstood • presents limited ideas which may be largely irrelevant/repetitive	• does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• answer is barely related to the task	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response • does not attempt the task in any way • writes a totally memorised response			

Line Graphs

Vocabulary for Describing Trends

A) Verbs and nouns for describing trends and changes:

Trend	Verbs	Nouns
	• rise (rose-risen) [to/by] • increase [to/by] • go (went-gone) up [to/by] • climb [to/by] • grow (grew-grown) [to/by] • double • treble/triple • boom • surge • soar • rocket [to/by]	• a rise [of] • an increase [of] • a growth [of] • an upward trend • a doubling in + n. • a trebling in + n. • a boom • a surge
	• fall (fell-fallen) [to/by] • decline [to/by] • decrease [to/by] • dip (dipped) [to/by] • drop (dropped) [to/by] • go (went-gone) down [to/by] • plummet [to/by] • plunge [to/by] • dive [to/by] • deteriorate • slump [to/by]	• a fall [of] • a decline [of] • a decrease [of] • a drop [of] • a reduction • a slump • a plunge
	• do (did) not change • remain/stay + stable/steady/static/unchanged [at] • maintain the same level	• no change
Position	• stood at/was • level (levelled) off [at] • plateau (plateaued) [at] • level (levelled) out [at] • stabilise [at] • peaked [at] • reached	• a levelling off [at] • a plateau [at] • reached a high/peak of • reached a low of
Constant Change	• fluctuated [around]	• a fluctuation

B) Adjectives and adverbs for degree of change:

Degree	Adjective	Adverb
Very extensive change	dramatic	dramatically
	huge	n/a
	enormous	enormously
	tremendous	tremendously
Extensive change	substantial	substantially
	considerable	considerably
	significant	significantly
	remarkable	remarkably
Average change	noticeable	noticeably
	marked	markedly
	moderate	moderately
Small change	slight	slightly
	small	n/a
	minimal	minimally

C) Adjectives and adverbs for speed of change:

Speed	Adjective	Adverb
Quick change	rapid	rapidly
	quick	quickly
	sharp	sharply
	swift	swiftly
	steep	steeply
Slow change	steady	steadily
	gradual	gradually
	slow	slowly
Unexpected change	sudden	suddenly
	unexpected	unexpectedly
	abrupt	abruptly

Grammar for Describing Trends

1. Past:

Simple past (to report actions happening after each other)

2. Present:

a) If the task represents changes or actions which happen regularly (such as a process or a chart displaying general average values):

- Simple present (for graphs, charts and tables)
- Simple present and present perfect (for processes and cycles)

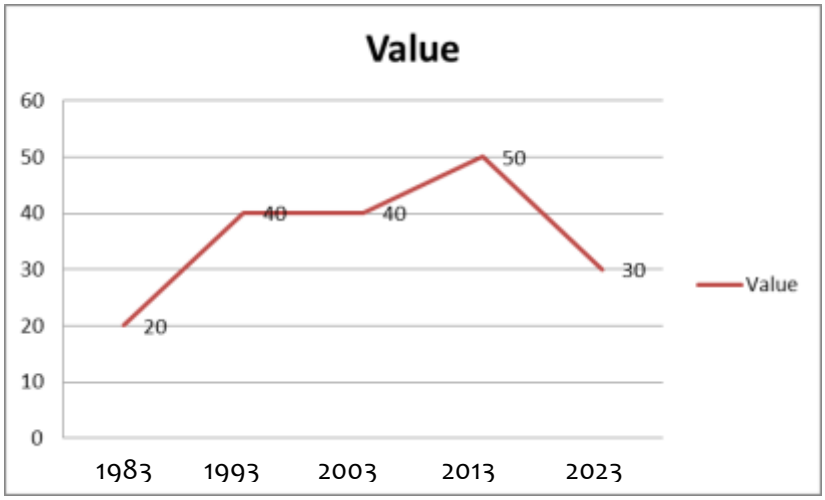
b) If the trend starts in the past, reaches now and has a break point at the present time:

Present perfect for the trend that begins in the past

+

Simple present for reporting its present value

Example:



It stood at 20 in 1983 and doubled over the next 10 years to level off at 40, after which it remained constant until 2003. **Since then, there has been a considerable increase and it now stands at 50.** However, there will probably be a rapid fall in the last 10 years and it is expected to reach 30.

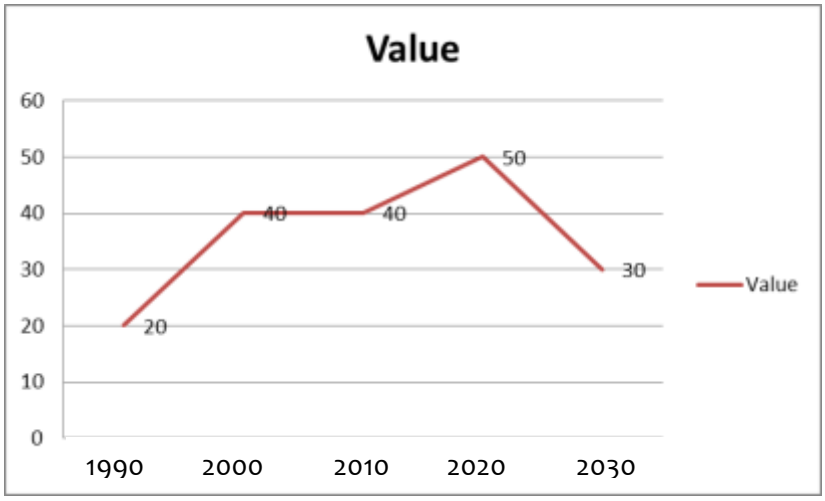
c) If the trend start in the past, passes now into the future and has a breakpoint sometime in the future

Present perfect for the trend that begins in the past

✚

Future structures (look at number 3 below) to report the value it will reach in the first future breakpoint

Example:



In 1985 it stood at 20 and doubled over the next 10 years to level off at 40 and remained constant until 2005. **Since then, it has experienced a considerable increase and is expected to reach 50 in 2020 (or: … and predictions show that it will reach 50 in 2020).** However, there will be a rapid fall in the last 10 years and it will reach 30.

3. Future:

"Will" future and other academic structures for predicting the future

Generally, use "will" future for future events. Structures like "should", "be likely to", "seem likely to/that" and the following can also be used:

Structure set 1:

Predictions Expectations Anticipations Forecasts Estimates Evaluations Calculations	show reveal indicate	[that] it will drop dramatically.

Structure set 2:

It is	predicted expected anticipated forecast estimated evaluated calculated	that gold prices will drop dramatically.

Structure set 3:

Gold prices are	predicted expected anticipated forecast estimated evaluated calculated	to drop dramatically.

Notice how the verbs in the following paragraphs have been changed from past forms into future forms:

In 1999, the proportion of people using the Internet in the USA was about 20%. The figures for Canada and Mexico were lower, at about 10% and 5% respectively. In 2005, Internet usage in both the USA and Canada rose to around 70% of the population, while the figure for Mexico reached just over 25%.

In 2015, the proportion of people using the Internet in the USA is expected to be about 20%. The figures for Canada and Mexico are likely to be lower, at about 10% and 5% respectively. In 2025, it is predicted that Internet usage in both the USA and Canada will rise to around 70% of the population, while the figure for Mexico should reach just over 25%.

Linking

1. First event:

At/In the beginning,
At first,

In the first year,
In the first month,

In 1999,
In January,

In the first year, 1999,
In the first year (1999),

2. Middle events:

…and…
…but…
However, Nevertheless,

Then,
Next,
After this/that,
Following this/that,
Afterwards,

This is followed by + *<n/n.p>*

…following which…
…after which…

…which is followed by… + *<n/n.p>*

…until…after which…
…until…following which…
…until…when…

…before… + *<sentence or n.p.>*

during/over the next…years
…years later,

3. Final event:

Finally,
Ultimately,

Approaches to Reporting Values

1. x → y

2. x ± Δ

3. Proportional changes

4. Rounding

– For Trends:

relatively

rather

almost

– For Values:

Roughly

Almost

About

Approximately

Around

Just about

Well/just below

Well/just above

A little/slightly more than

A little/slightly less than

5. Referencing

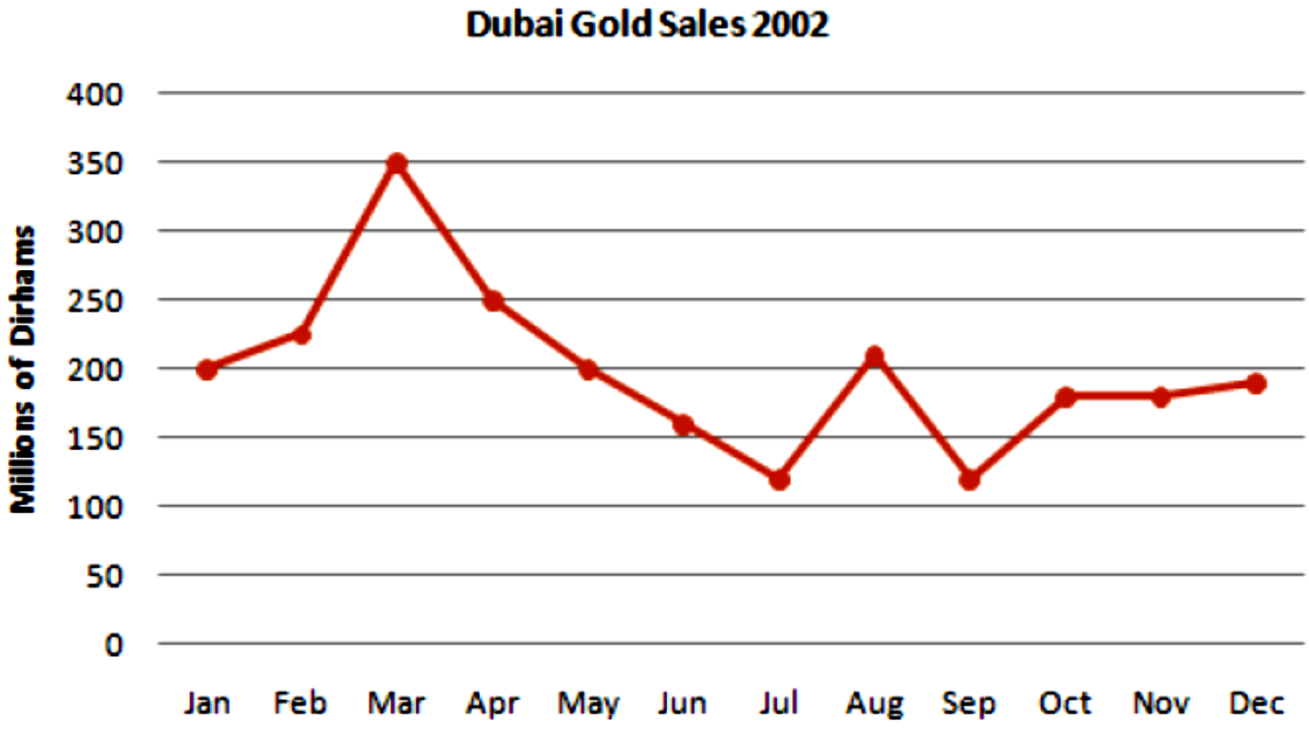
Writing Task 1

You should spend about 20 minutes on this task.

The graph below gives information about Dubai gold sales in 2002.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Sample answer by E. Tahasoni:

The diagram illustrates how gold sales in Dubai changed over a period of 12 months.

It is observed that in the first month of 2002, gold sales stood at 200 million dirhams and rose slightly to reach about 225 million in February. This was followed by another increase, although much steeper, in March when sales were almost 125 million dirhams higher than February. However, this upward trend was suddenly broken and sales plummeted dramatically over the next 4 months to reach a little over 100 million dirhams in July. August sales saw a significant rise back to January levels as figures nearly doubled, but this was not to last since they dropped again in September to the same level as they were in July. October came with a small increase of about 100 million dirhams in sales, after which sales figures levelled off and remained relatively static over the last two months of 2002.

Overall, gold sales in Dubai remained relatively unchanged in 2002. Besides, they were at their highest in March while the weakest sales figures could be observed in July and September.

(184 words)

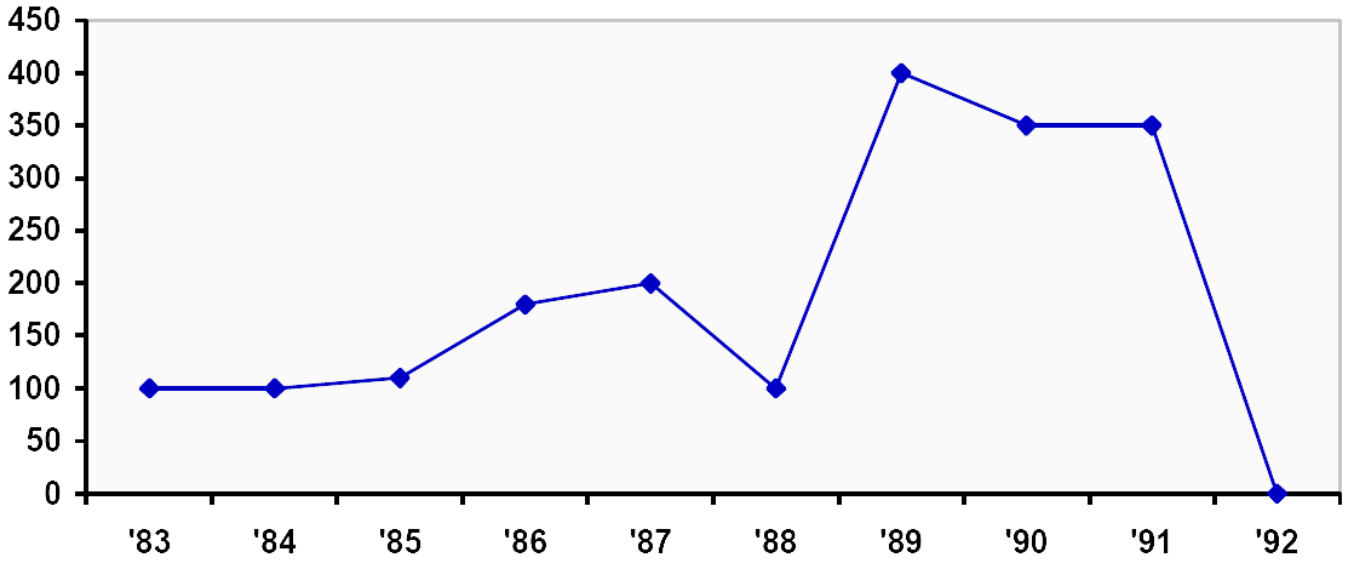
Writing Task 1

You should spend about 20 minutes on this task.

The graph below gives information about the number of cases of diarrhea in Mashhad between 1983 and 1992.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Writing Task 1

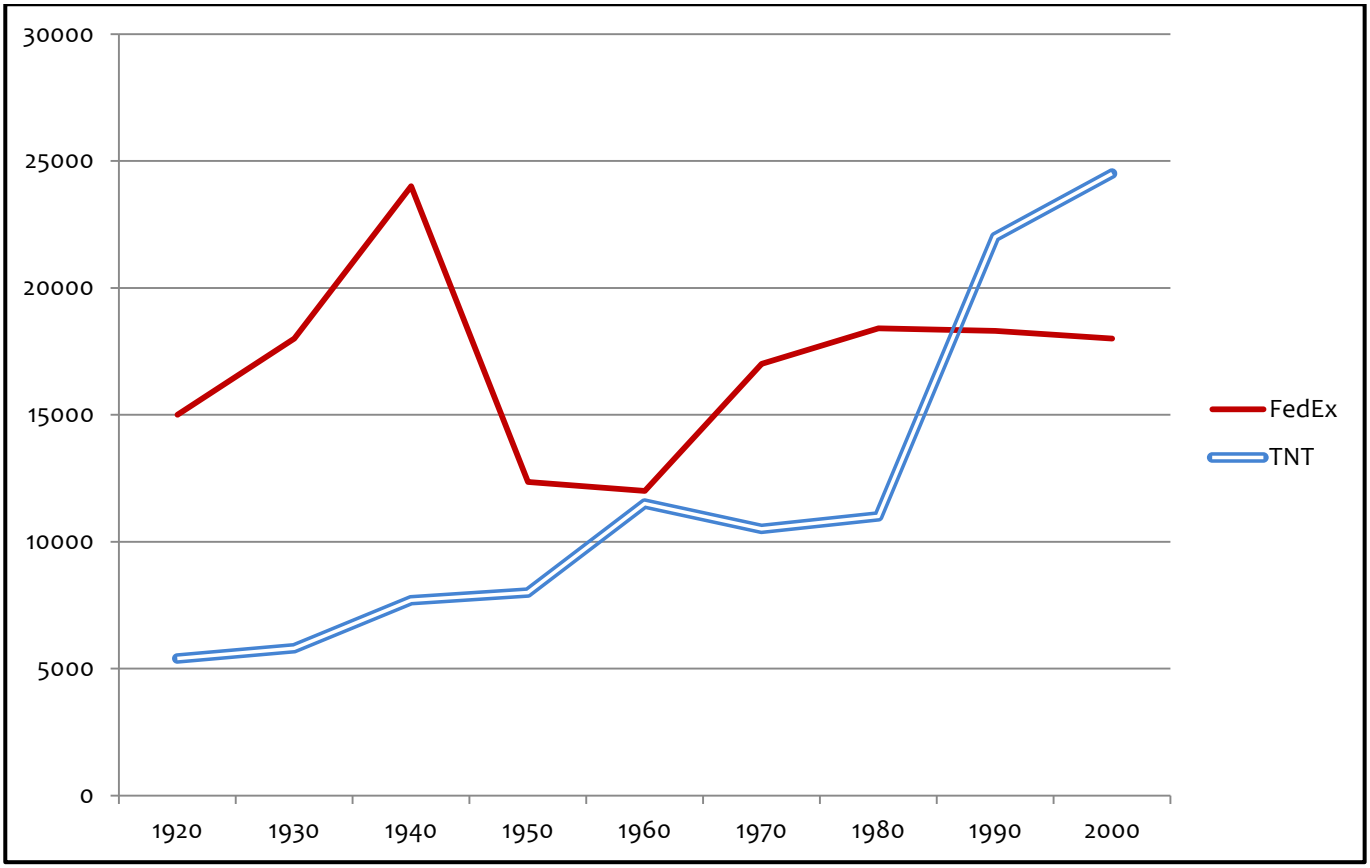
You should spend about 20 minutes on this task.

The diagram below gives information about the number of parcels delivered by two major mail services companies from 1920 to 2000.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Parcels delivered by Federal Express and TNT Mail Services

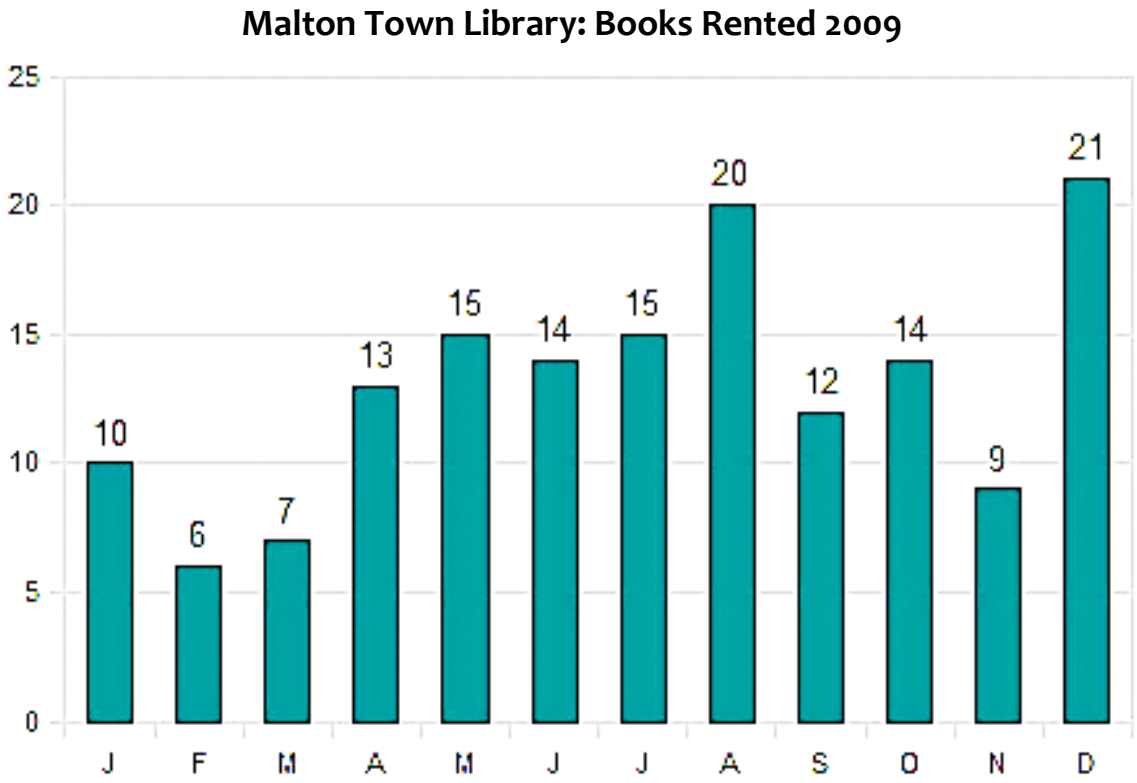


Writing Task 1

You should spend about 20 minutes on this task.

The chart below gives information about the number of books rented in a British local library in 2009.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



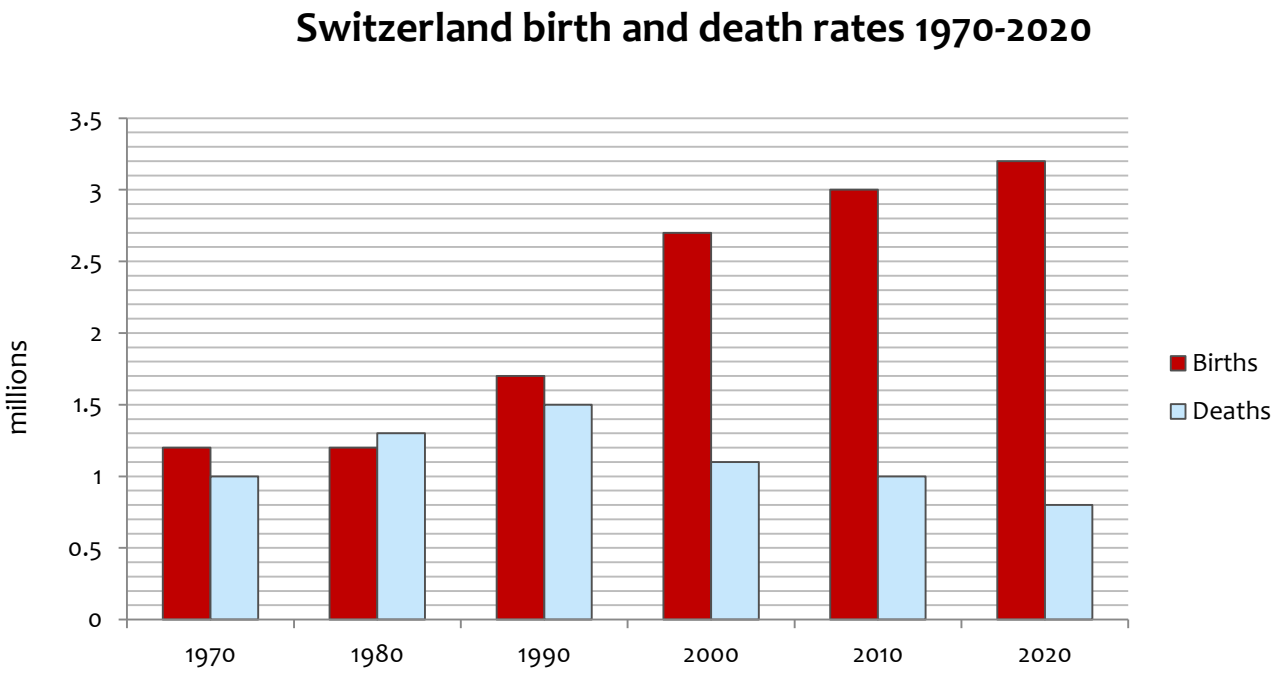
Writing Task 1

You should spend about 20 minutes on this task.

The chart below gives information about birth and death rates in Switzerland from 1970 to 2020 according to United Nations statistics.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Comparison Bar Charts

Comparison Language

A. Introducing Differences

Generally, there is	a significant difference	between a and b.
	a wide disparity	in + n.

B. Comparative Structures

1	In contrast (to B), In comparison (with B),	A is larger/smaller	by a narrow margin. by *x*.

2	A is	[just]+[under/over] [approximately]	*x* larger/smaller than B.

3	A is [under/over]	twice two/three times	as large/great/high as B.

4	A produces/consumes/…	more/less + uncountable n. more/fewer + countable n.	than B.

5	A is	considerably/substantially marginally/slightly	greater/higher/smaller than B.

6	A is	[almost/roughly /…]	As large/high as B.

C. Superlative Structures

1	A is the [second/third] largest/smallest/most significant/most productive/ … + n.

2	A has the [second/third] greatest/widest/ most significant/most productive/ … + n.

3	A	uses produces consumes	the largest/highest/smallest/lowest	proportion of + n. quantity of + n. amount of + uncountable n. number of + countable n.

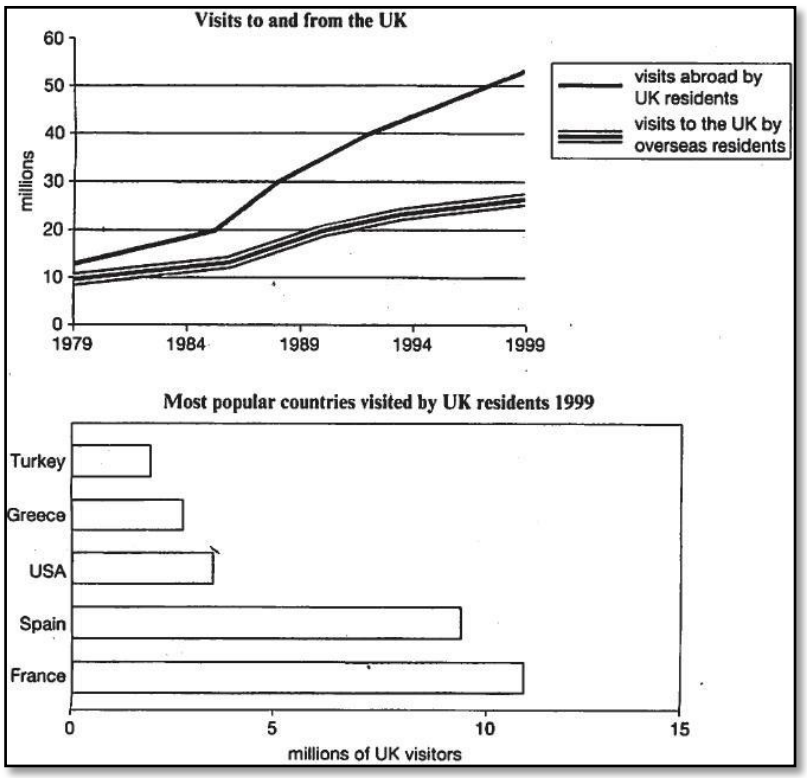
Writing Task 1

You should spend about 20 minutes on this task.

The charts below give information about travel to and from the UK, and about the most popular countries for UK residents to visit.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



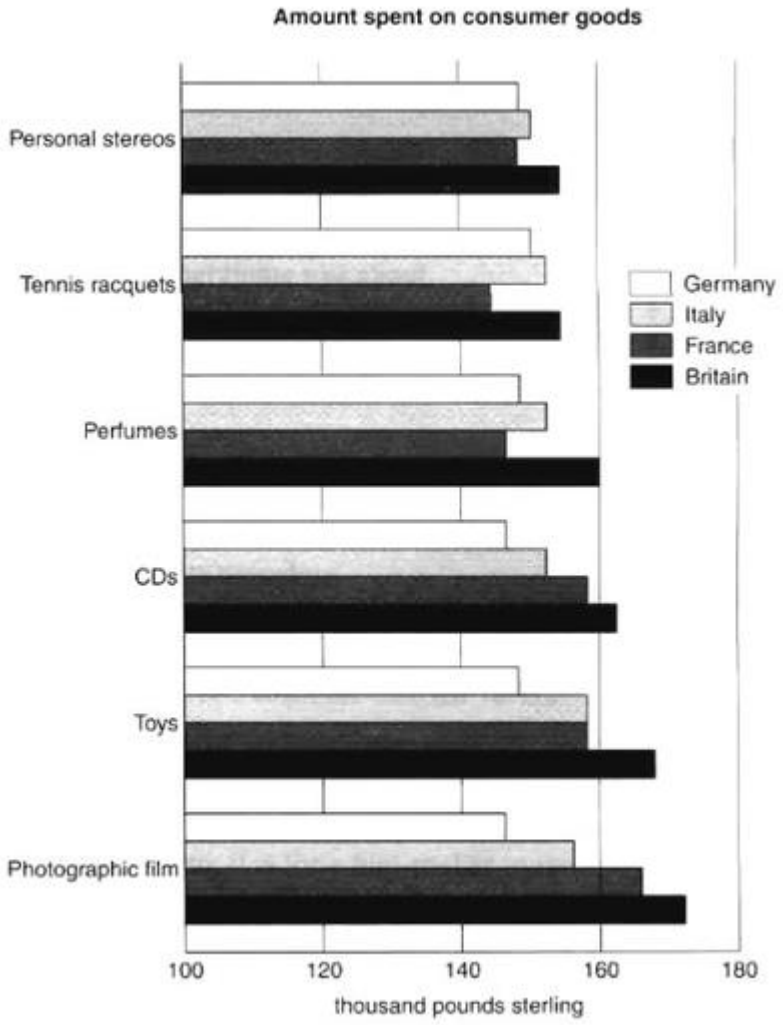
Answer by E. Tahasoni:

The first diagram compares changes in the number of British tourists who travelled abroad with that of foreign visitors to the United Kingdom over the last 20 years of the previous century. According to the graph, the former initially stood at more than 12 million and grew six-fold at the end of the survey. In comparison, the latter number was slightly less than that of the British tourists at the beginning of this period and experienced similar yet less intensive trends, reaching approximately half as high by the end of the century.

The bar chart reveals the top 5 countries visited by the British in the last year of the above survey. It can be observed that while France and Spain absorbed the largest numbers of British tourists with about 11 and 9 million visits respectively, Turkey was the least popular among the five, visited by only about 30% as many British as France.

Overall, tourism from and to the United Kingdom boomed in the 1980s and 90s. Moreover, most of the trips made by the British abroad were to 5 countries only.

(185 words)



Sample answer by E. Tahasoni:

The diagram compares the spending habits of shoppers in five European countries on six consumer products, namely personal stereos, tennis racquets, colognes, compact disks, toys and photographic film.

It can be observed that in Britain, the highest amount of money was spent on photographic film (more than 170 million pounds), while similar amounts were spent on personal stereos and tennis racquets. The French spent the second highest amount of money on the first three products while they stood last in the latter three. It is also revealed that Italians spent more money on toys than on any other product (a bit less than £160 million), but they also paid a lot for photographic film. Finally, Germans spent the least overall, having similar spending figures for all 6 products compared in the chart.

Overall, more money was spent on toys and photographic film than on any other product. Also, the British were the biggest spenders in all six categories among the nations compared in the bar chart while the lowest spending levels were attributed to the residents of Germany.

(178 words)

Writing Task 1

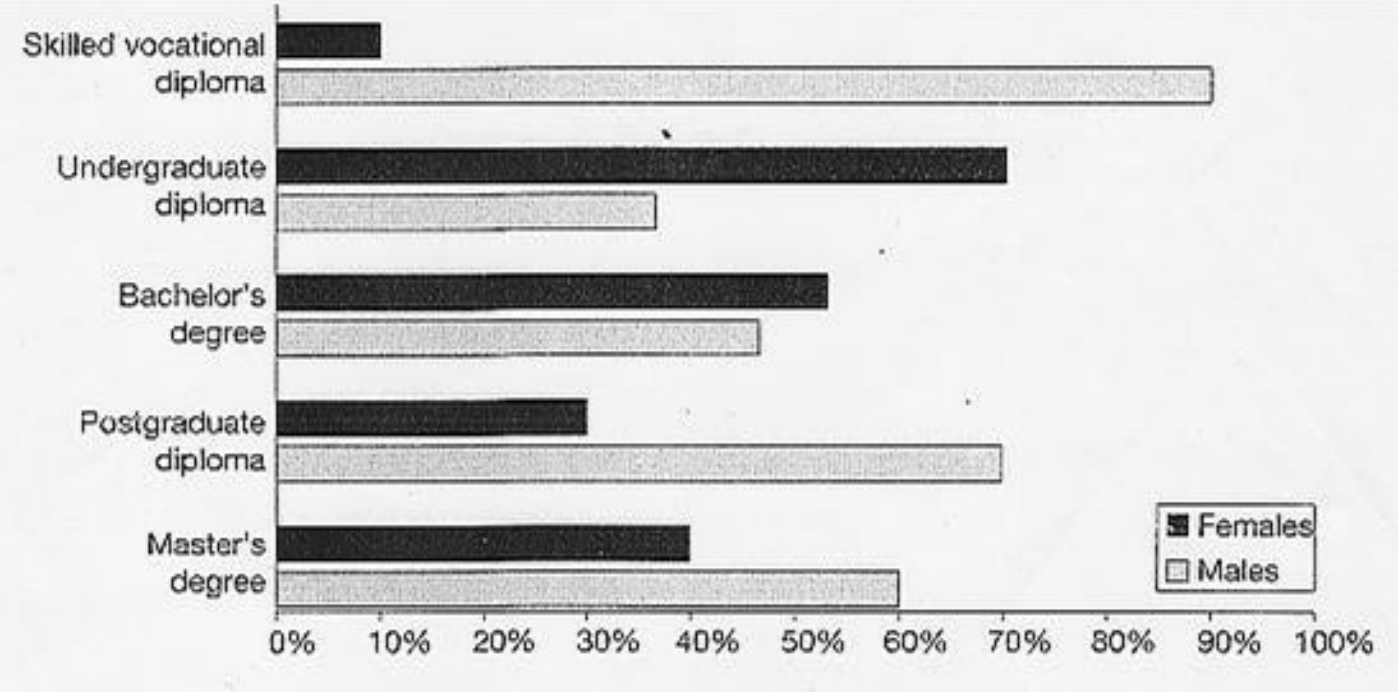
You should spend about 20 minutes on this task.

The chart below shows the different levels of post-school qualifications in Australia and the proportion of men and women who held them in 1999.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

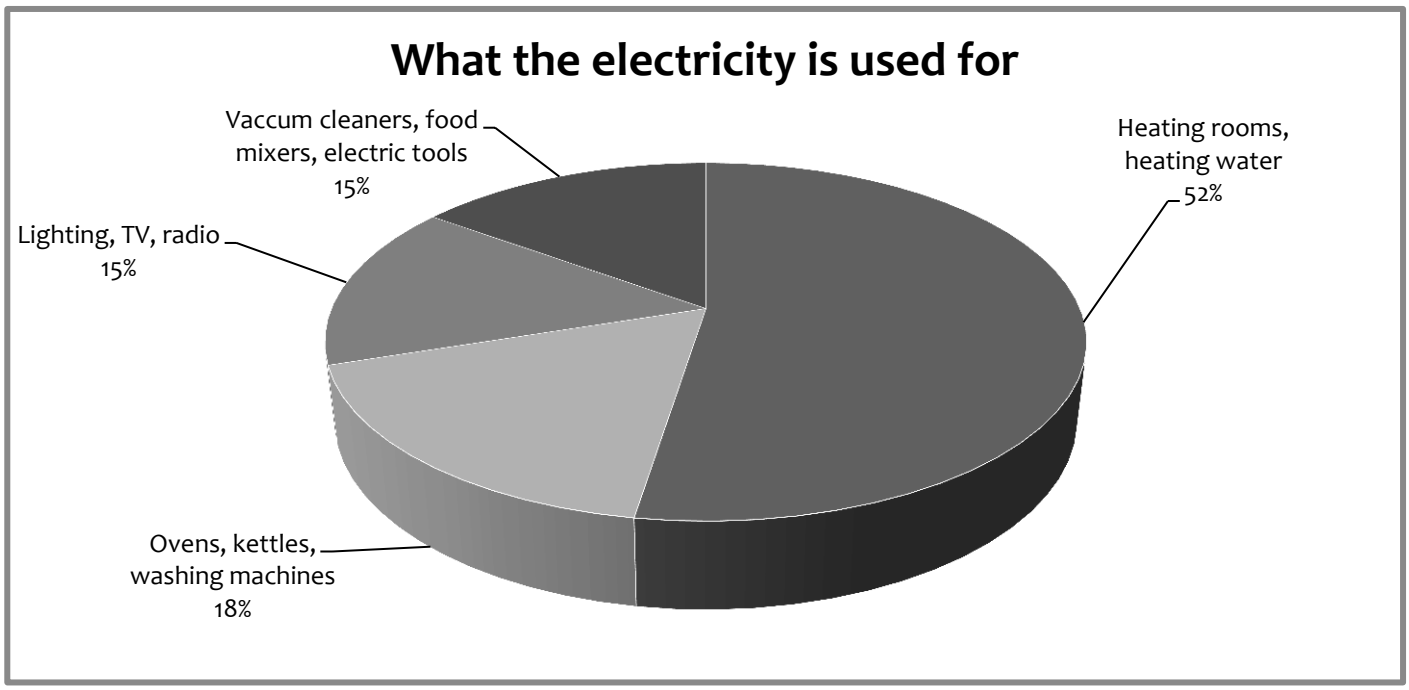
Post-school qualifications in Australia according to gender 1999



Pie Charts

The pie chart shows how electricity is used in an average English home.

(Cambridge IELTS 4, page 54)


What the electricity is used for
Vaccum cleaners, food mixers, electric tools 15%
Heating rooms, heating water 52%
Lighting, TV, radio 15%
Ovens, kettles, washing machines 18%

Fill the gaps below using words from the following list.

appliances	**remaining**	**account**	**proportion**	**for**	**largest**	**household**

In an average English home, the _____ _____ of electricity, 52.5%, is used for heating rooms and water.

Three kitchen _____, namely ovens, kettles and washing machines, _____ _____ 17.5% of _____ electricity use.

The _____ 30% of electricity is used for lighting, televisions and radios (15%), and vacuum cleaners, food mixers and electric tools (15%).

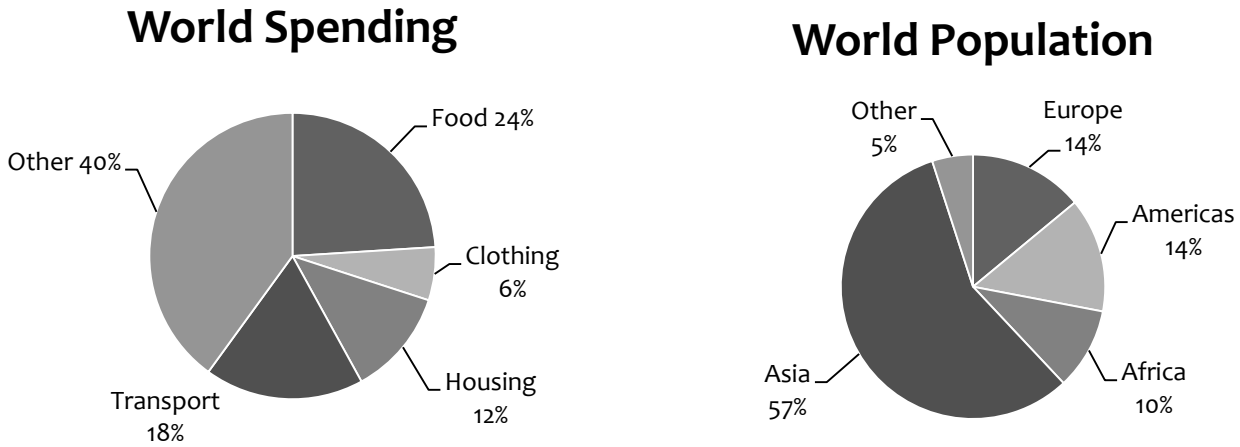
Writing Task 1

You should spend about 20 minutes on this task.

The charts below give information about world spending and population.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Sample answer by E. Tahasoni (166-182 words):

The first pie chart compares the shares of four major items in global expenditure. It is observed that the most significant amounts are paid for food (almost a quarter of global expenditure) and transport (almost 20%), while housing also accounts for a considerable proportion. The least among the four is spent on clothing (merely 6 percent) and the remaining 40% is spent on a variety of other items.

The second diagram illustrates how global population is distributed. According to this chart, there is a significant difference between the population of Asia and that of other continents since 3 out of every 5 human beings live in Asia. Europe and the Americas share similar proportions and together are host to roughly one-third of the world's population, while the inhabitants of Africa form a mere one-tenth.

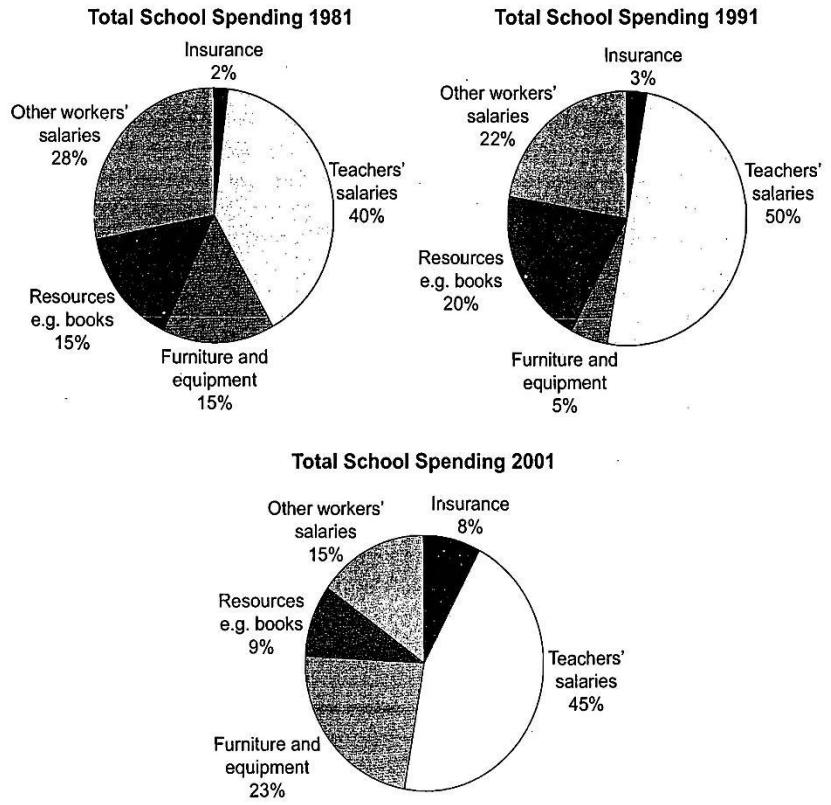
To sum up, four items are responsible for three-fifths of the overall spending around the world, the most prominent share being that of food. Moreover, the largest group of humans populates Asia, the population of which outnumbers that of the rest of the world by 3 to 2.

Please note: *The words in gray background have been added for a higher TA score; yet without them, the writing would probably still score around 8.5-9.*

The three pie charts below show the changes in annual spending by a particular UK school in 1981, 1991 and 2001.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



(Source: Cambridge IELTS 8, Test 2, Writing Task 1)

Sample Answer by E. Tahasoni:

The charts compare changes in the shares of five different items which comprised the yearly expenses of a British school between 1981 and 2001.

According to the diagrams, wages paid to the teaching staff accounted for the most significant proportion of expenditure in 1981 (40%) and went up by a quarter before declining slightly. In comparison, the share of furniture and equipment was initially as high as that of educational resources (15%), but while the former dropped by 2/3 before rising fivefold, the latter experienced a marked rise after which it halved, reaching just below 10%.

The salaries of non-academic employees were responsible for less than a third of all expenses in 1981 but their share dipped substantially by 13% over the course of these 20 years. Lastly, the contribution of insurance remained constant at an insignificant level (2%) until 2001 when it climbed fourfold.

Overall, while the shares of three items experienced rises, there were declines in the remaining two. Moreover, academic staff salaries contributed the largest proportion of expenditure throughout the survey, whereas insurance had the smallest share.

(180 words)

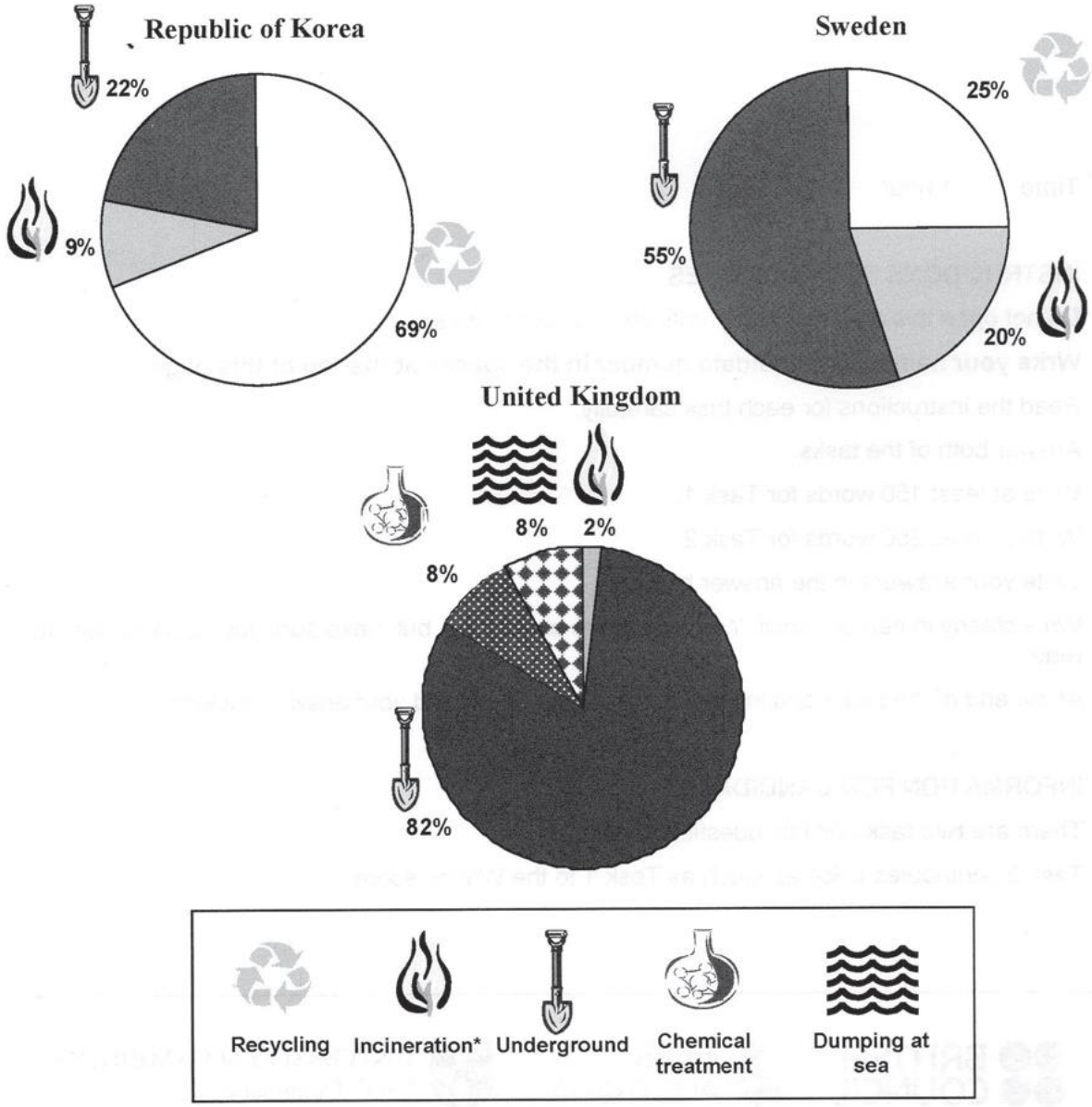
WRITING TASK 1

You should spend about 20 minutes on this task.

The pie charts below show how dangerous waste products are dealt with in three countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



* Incineration: a way of destroying something by fire

Tables

Attendance at cultural events (The UK)	**Percentages attending type of event**		
	first year	**fifth year**	**tenth year**
Cinemas	33	47	49
Theatres	20	24	26
Art galleries	11	13	6
Classical music concerts	10	7	5
Ballet	6	2	8
Opera	5	7	6

It can be seen that the number of people attending the cinema dropped sharply (from 33% to 47%) before rising slightly. Cinemas were attended by approximately half the population in the fifth and tenth years of the study. The number of people going to the theatre showed a significant increase over ten years, from 20% to 26%, while attendance at art galleries rose slightly to 13% before gradually dropping to 6% over the last five years of the study.

Writing Task 1

You should spend about 20 minutes on this task.

The table below shows social and economic indicators for four countries in 1994, according to United Nations statistics.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

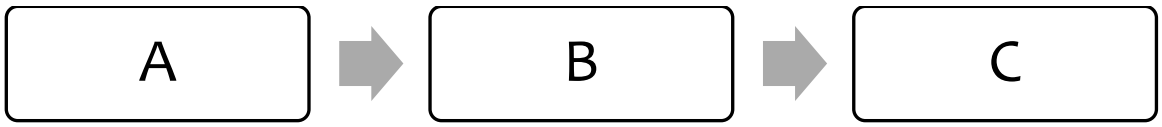
Write at least 150 words.

Indicators	Canada	Japan	Peru	Angola
Annual income per person (in $US)	11100	15760	160	130
Life expectancy at birth	76	78	51	47
Daily calorie supply per person	3326	2846	1927	1749
Adult literacy rate (%)	99	99	68	34

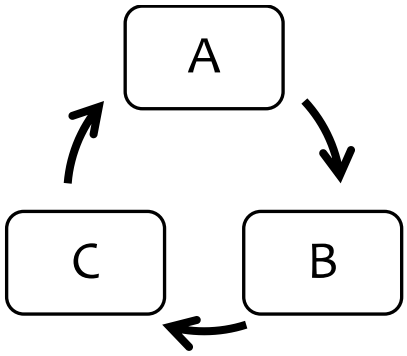
Process and Cycle Diagrams

Definition

Process:



Cycle:



…and the process/procedure/cycle starts over again.

Grammar

A. Tenses:

Generally, the present simple tense is used to report actions which regularly happen in a process. Sometimes, the present perfect may also be used to signify the completion of a stage

B. Passive vs. Active form

I. Natural events

For events which happen autonomously in nature, such as rain, formation of clouds or erosion o f mountains, generally use the active form unless you need to shift focus from the subject to the object of the stage.

II. Artificial events

In artificial stages, the human subjects are usually ignored so use the passive to focus on what is being done. If the subject has also been mentioned in the diagram, add it as an "agent".

Describing Purpose

When you need to report the means or tool used to perform a stage, avoid using "by":

- **For tools:** It is done using/through the use of a...
- **For methods:** It is done through/via...

... is used to <inf.>
The role of ... is to <inf.>
The ... prevents/stops/protects/avoids ... from <+ing/n>
The ... allows ... to <inf.>

Linking

A. The first stage

First,
Firstly,
First off,
First of all,
In the first stage,
At/In the beginning,

The first stage is when
The process begins/starts/commences when
The process begins with +<n./n.p.>

B. Middle stages:

Next,
Then
After **this/that**,
Following **this/that**,
Afterwards,

In the following stage,
In the stage **after/following** this,
In the stage that follows,
Over the course of/During the **next/following/second/third** stage,

This is followed by +<n./n.p.>

When/After/Once <stage A>, <stage B>
<stage A>. **When/Once** this stage is complete, <stage B>
<stage A> before <stage B as n./n.p. or clause>

Before <stage B>, <stage A>

<stage A> **after/following** which <stage B>
<stage A> which is followed by <stage B as n./n.p.>

C. Last stage:

Finally,
Ultimately,
Eventually,

The **last/final** stage is when
The process ends when
The process ends with

<stage A> before finally <stage B as n./n.p.>

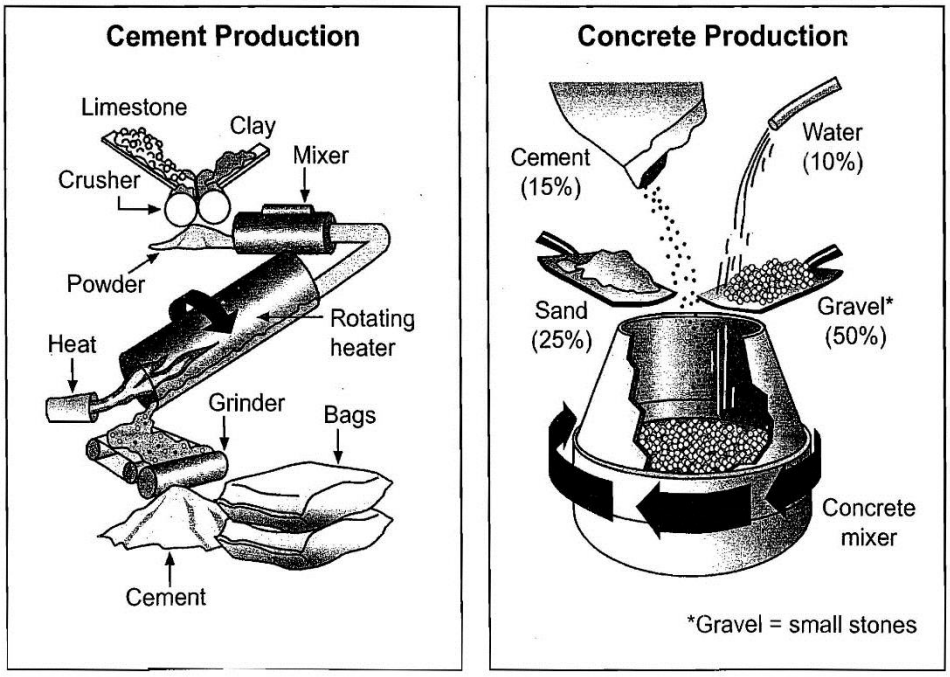
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagrams below show the stages and equipment used in the cement-making process, and how cement is used to produce concrete for building purposes.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Model Answer by E. Tahasoni:

The first diagram illustrates the process through which cement is produced. The process begins when the initial raw materials, namely limestone and clay, are crushed using two rotating drums to make a fine powder which is then mixed in a cylindrical mixer. The next stage involves a tube-like rotating heater with a blowtorch mounted at its bottom opening. The mixed powder is fed from the top and simultaneously heated and blended, after which it is transferred to a grinder using a conveyor belt. There, it is milled to yield the final cement product which is eventually packed in bags.

This cement is used as raw material in the production of concrete in a second, rather simpler process illustrated in the second picture. An initial mixture comprising 15% cement, 10% water, one-quarter sand and half gravel is fed into a rotating concrete mixer where they are stirred until the concrete mix is ready for construction purposes.

To sum up, there are 5 stages in the production of cement. Moreover, cement and a few other simple ingredients are used to produce concrete through a single-stage procedure.

(184 words)

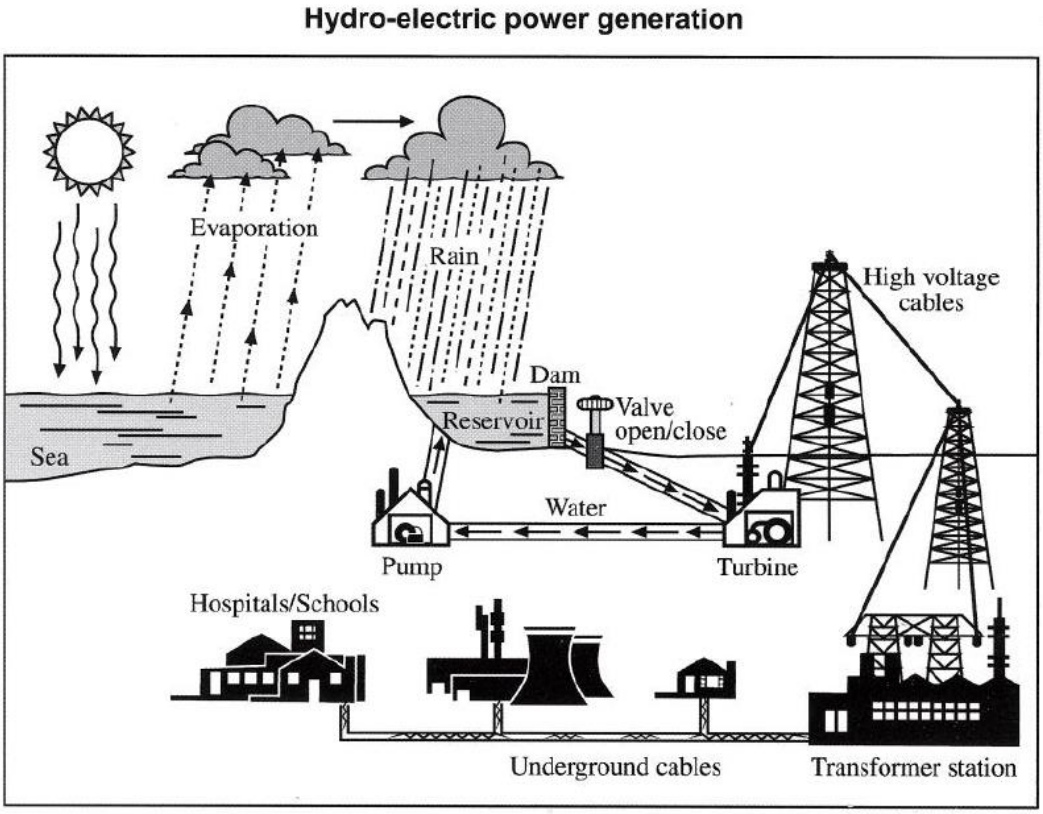
Writing Task 1

You should spend about 20 minutes on this task.

The diagram below shows the process of using water to produce electricity.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Model Answer by E. Tahasoni:

The picture explains the process through which water is used to produce electrical power.

The process begins when seawater is heated by the sun and evaporates to form small clouds in the sky. Next, they merge into a storm could, which then rains over the mountain. This rainwater is gathered in the reservoir behind a dam. To following steps involve a pipe which connects the reservoir to a turbine as well as a pump, and is controlled using a valve. Once this valve is opened, water flows into the turbine and rotates it to produce electrical current, following which it is pumped back into the reservoir. After this, the electricity produced by the turbine is transferred to the transformer station though high voltage cables. The last stage is when the electrical power being delivered to domestic and industrial consumers as well as educational and medical facilities.

Overall, hydroelectric power is generated using water from the sea through a relatively sophisticated procedure which comprises over ten stages.

(169 words)

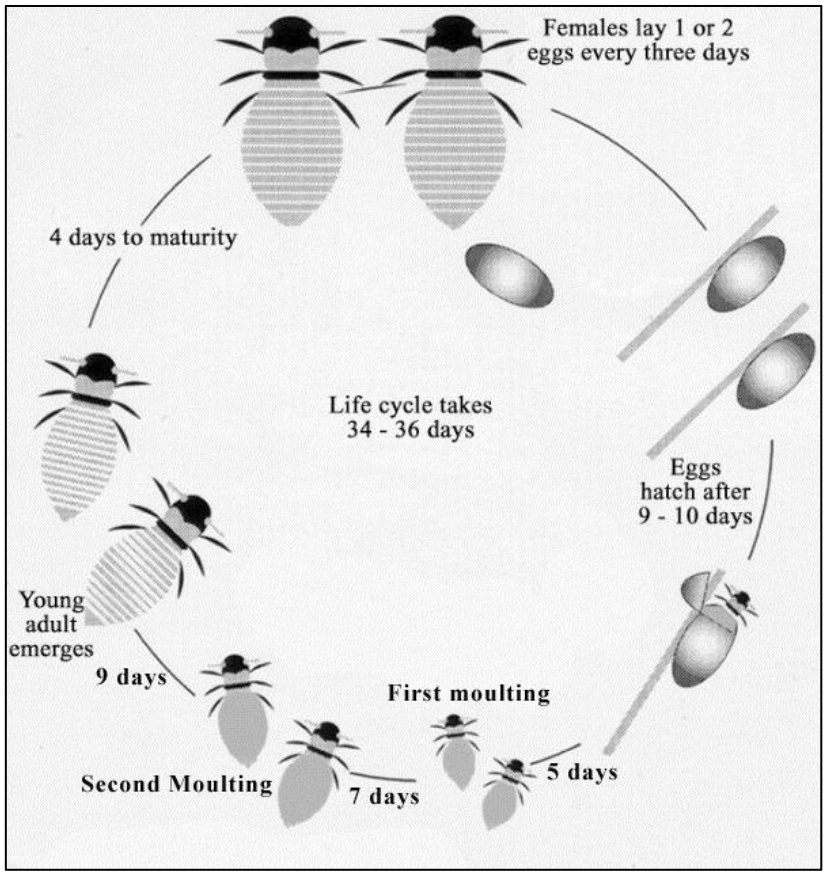
Writing Task 1

You should spend about 20 minutes on this task.

The diagram below shows the life cycle of the honey bee.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.


Females lay 1 or 2 eggs every three days
4 days to maturity
Life cycle takes 34 - 36 days
Eggs hatch after 9 - 10 days
Young adult emerges
9 days
First moulting
5 days
Second Moulting
7 days

Nymph: *immature form of an insect*

Moult: *shed or lose old feathers, hair or skin to allow for new growth*

Model Answer by E. Tahasoni:

The chart illustrates the stages in the life of honey bees. All in all, this life cycle is comprised of six stages from egg to full maturity, and takes approximately five weeks (34 to 36 days to be exact) to complete.

The first stage is when the female bee lays up to a couple of oval eggs once every 72 hours. These eggs hatch between nine and ten days later, and immature bees, called nymphs, emerge which lack the typical bee stripes.

Over the next 3 weeks nymphs experience three moulting stages, that is, they shed their skins to allow further growth to occur: The first moulting happening 5 days after the eggs hatch, a week after which the second one takes place. Nine days later nymphs moult for a third time and young adult honey bees emerge, identified by their horizontally striped backs. These take four more days to mature into larger adult bees whose backs are marked with bolder and darker stripes, and the cycle starts over again.

(170 words)

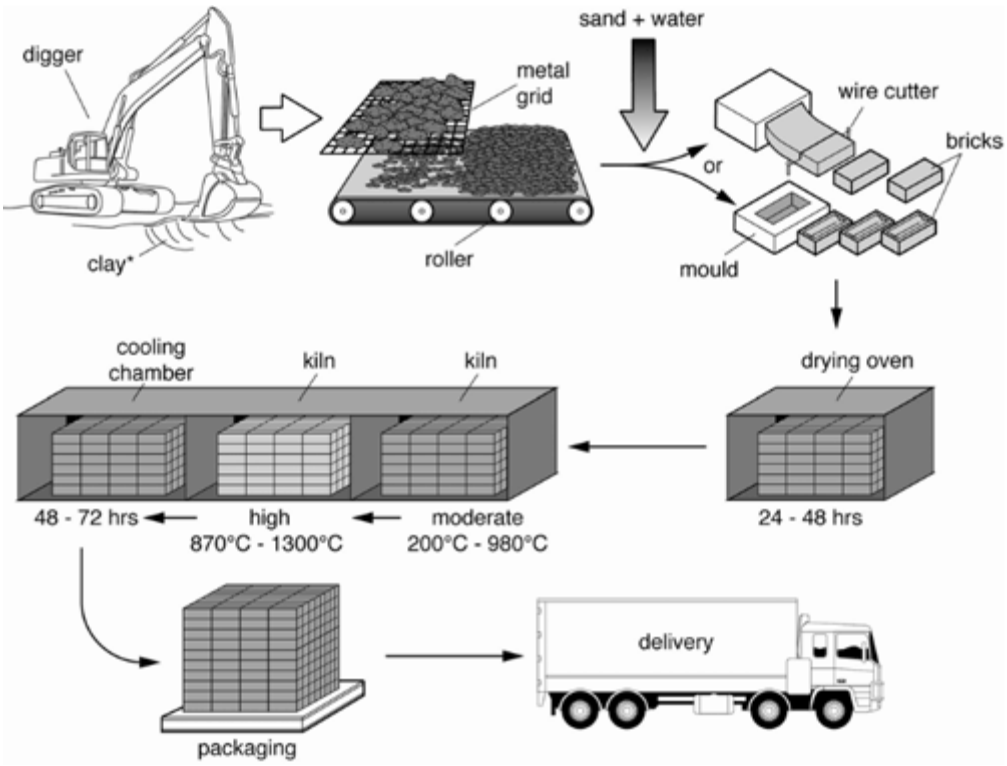
Writing Task 1

You should spend about 20 minutes on this task.

The diagram below shows the process of producing construction broicks.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Model Answer by A. Tootoonchi (TA: 9 | CC: 8 | LR: 7 | GRA: 8 | Overall: 8)

The picture illustrates how bricks are produced.

The process begins when clay is dug out through the use of a digger, which is followed by clay passing through a metal grid. Fine clay is then carried by a roller after which sand and water are added to it. In the next stage, either this mixture is pressed through a frame and cut into bricks using a wire cutter, or it is put into moulds and formed into bricks. Following that, the bricks are dried in a drying oven for one to two days. The next three stages involve two kilns connected to a cooling chamber. The dried bricks are first heated from 200 to 980 degrees centigrade, before being exposed to high temperature (870 to 1300 degrees). They are then cooled within 48 to 72 hours. Eventually, they are packed and delivered to customers by trucks.

Overall, the procedure of producing bricks is comprised of ten stages which are rather simple.

(161 words)

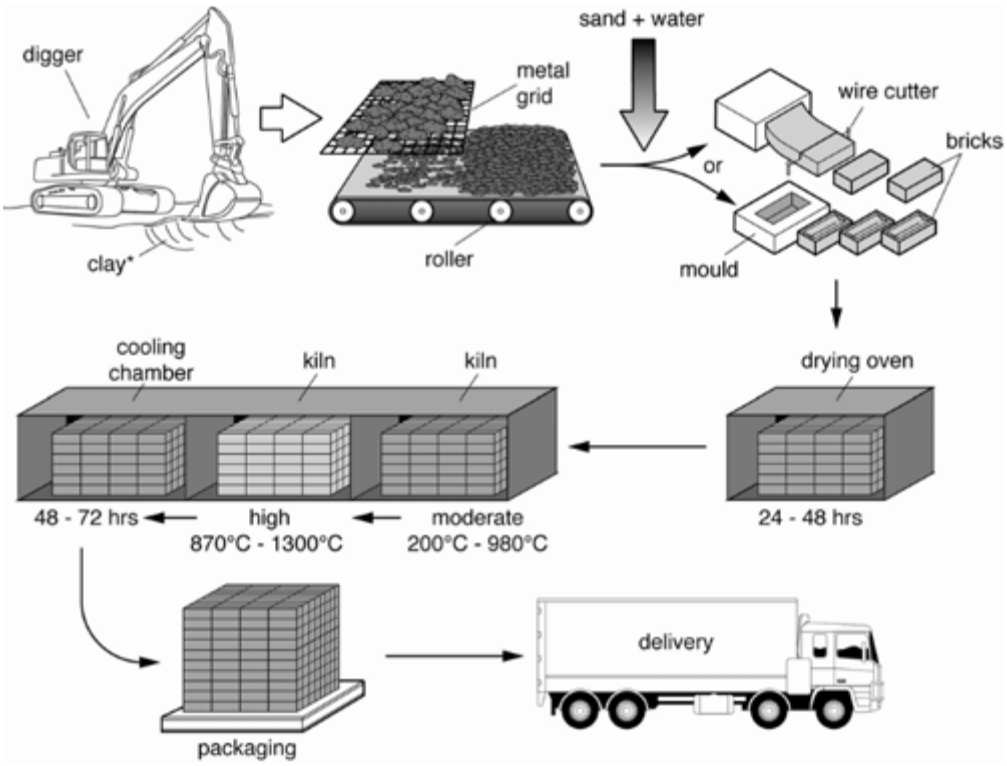
Writing Task 1

You should spend about 20 minutes on this task.

The diagram below shows the process of producing construction broicks.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Model Answer by E. Tahasoni (Band 9):

The chart illustrates the procedure through which bricks are produced for construction work.

It commences when raw clay is dug using a digger machine following which it is sifted through a metal grid into finer fragments which then fall onto a conveyor belt. In the next stage, water and sand are added and the resulting mixture is either pushed through a frame and cut into simple bricks, or is moulded into specially-formed bricks. These are then placed in a special oven for two to three days in order to minimise their moisture content. The following three stages involve the use of a couple of kilns and a cooling chamber: bricks are first heated moderately in the first kiln to reach a temperature of between 200 and 980 degrees centigrade before being subjected to higher temperatures (870 to 1300 degrees) in the second one. Next, they are allowed to cool down for two to three days in the cooling chamber. The process ends with the bricks being packed on palettes and delivered to end users on trucks.

Overall, the process of producing bricks is comprised of ten relatively simple stages during which clay, sand and water is used to produce baked bricks.

(201 words)

Maps

Describing Positions

at the top /bottom

on the right/left side

in the right/left hand corner

in the middle

Along

Across [from]

Opposite

Close to

Adjacent to

Next to

Beside

10 miles from

10 miles to the right of

10 miles north of

… is situated/located/sited/positioned + around/above/below/inside/next to …

… is situated/located/sited/positioned + to the right of/to the north of

… is covered with …

… is connected to … via/through/by means of …

Useful Vocabulary for Describing Maps

Residential area: an area that has lots of houses and some schools.

Industrial area: an area that has lots of factories

Commercial area: an area that has lots of stores

Hospital: a health facility where patients receive treatment

Zoo: a place where people can go and see many kinds of animals

Post office: a place where you can send mail (letters and packages)

Fire station: a station housing fire apparatus and firemen

Airport: an airfield equipped with control tower and hangers as well as accommodations for passengers and cargo

Park: a recreational area where people can play football and have picnics

Skyscraper: very tall buildings

Warehouse: a building where things are kept until they are sold.

Parking lot: an area where people can park cars

Museum: a place that displays things of scientific or historical or artistic value

Supermarket: a large store that sells mostly food but sometimes other items such as clothes and furniture.

Factory: an industrial plant, a production facility,

Woodland: an area with lots of trees

River: a large natural stream of water (larger than a creek)

Street: the place where cars drive

Intersection: the point where several streets meet.

Remove: remove something concrete, as by lifting, pushing, taking off, etc.

Develop: to make

Change: modify

Construct: to build

Demolish: to destroy a building or other structure completely

Replace: to take the place of or substitute for somebody or something

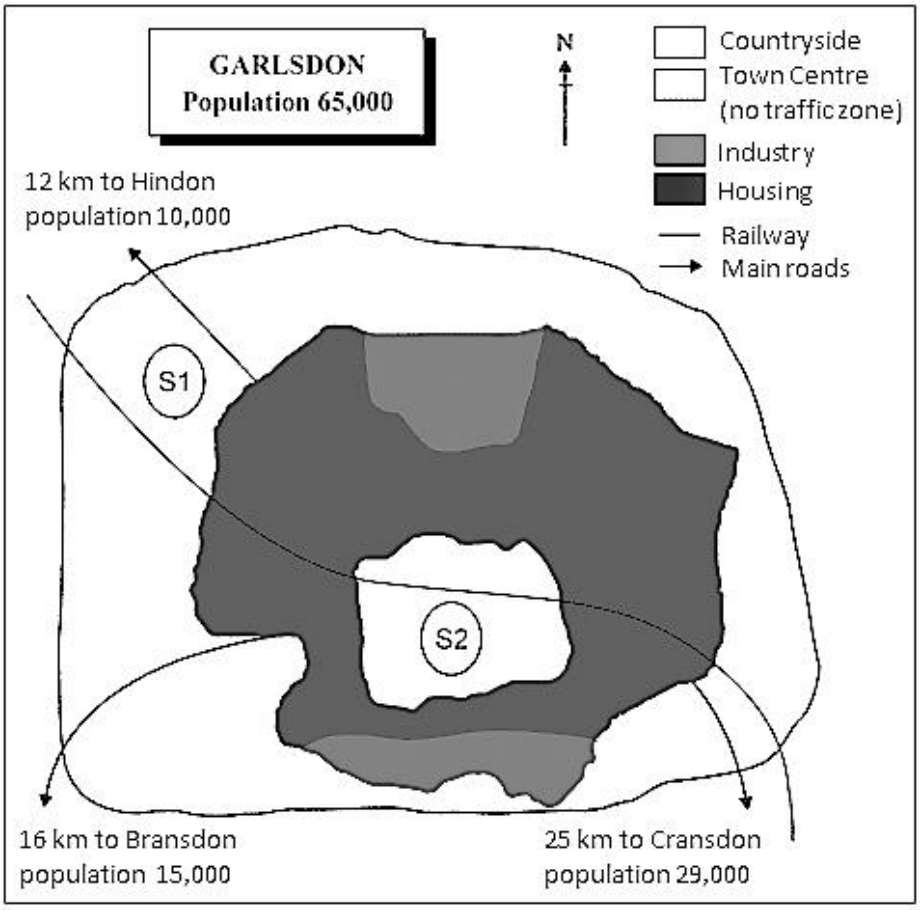
Expand: to become or make something become larger

Recreation: an activity that is exciting, stimulating or relaxing. For example, bike riding and playing football are recreational activities.

Proximity: closeness

The map below is of the town of Garlsdon and shows two possible sites for a new supermarket.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Model Answer by an Examiner (from Cambridge IELTS book 5):

The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying 12 kilometres to the north-west. This site is in the countryside and so would be able to accommodate a lot of car parking. This would make it accessible to shoppers from both Hindon and Garlsdon who could travel by car. Since it is also close to the railway line linking the two towns to Cransdon (25 km to the south-east), a potentially large number of shoppers would also be able to travel by train.

In contrast, the suggested location, S2, is right in the town centre, which would be good for local residents. Theoretically the store could be accessed by road or rail from the surrounding towns, including Bransdon, but as the central area is a no-traffic zone, cars would be unable to park and access would be difficult.

Overall, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of-town site (S1) would probably offer more advantages.

(179 words)

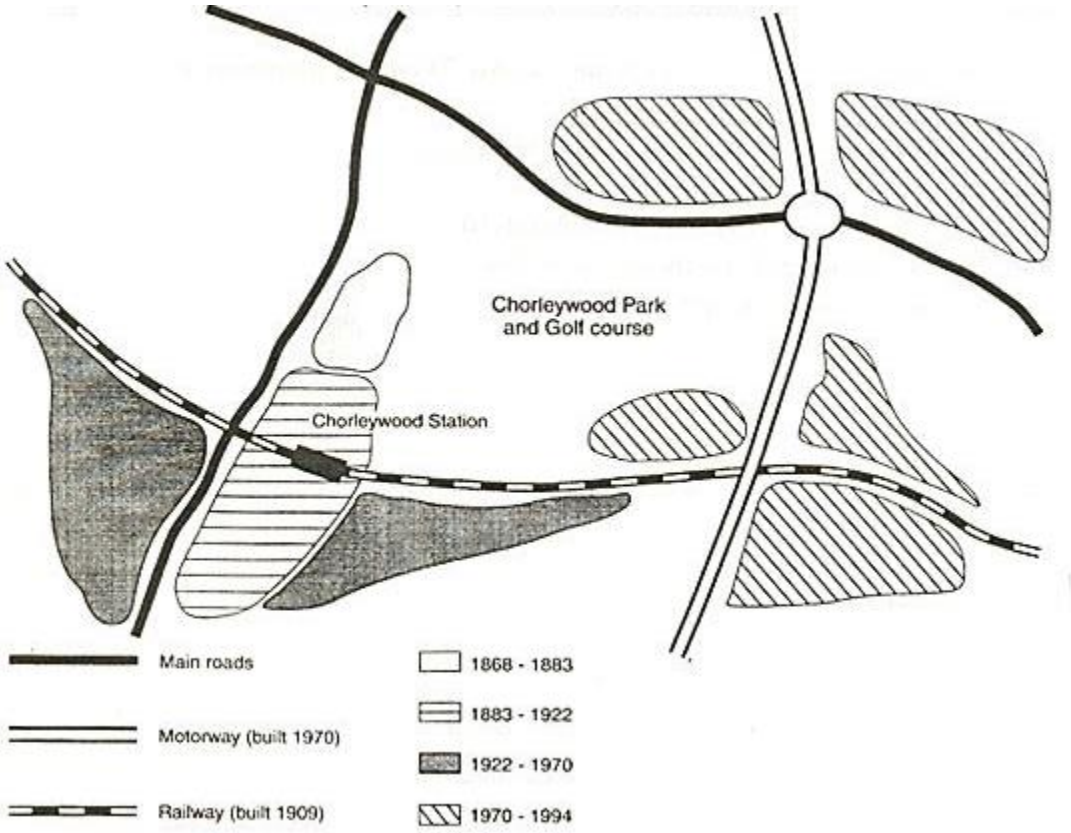
Writing Task 1

You should spend about 20 minutes on this task.

Chorleywood is a village near London whose population has increased steadily since the middle of the nineteenth century. The map below shows the development of the village.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Model Answer by E. Tahasoni (173-206 words):

The map shows how a village called Chorleywood developed over a period of 126 years.

From 1868 to 1883 there were only two main roads in the region with Chorleywood covering a small area along one of them. Over the next 40 years, the village grew southward alongside the road and a railway was built in 1909 passing through this part. Chorleywood station is also located in this area of the village.

Over the period between 1922 and 1970, the railway was the line along which Chorleywood expanded, both towards the east and west. However, a motorway was constructed in 1970 parallel to one of the main roads and further development of the village occurred around its intersections with the other main road and the railway between 1970 and 1994. Furthermore, Chorleywood Park and Golf course is now located in an area enclosed by the two main roads, the railway and this motorway.

Overall, the village saw considerable growth in the development of new inhabited areas during this period which increased in volume as well as speed towards the end of the 20th century. Furthermore, the developments, both in the establishment of new populated areas and transportation routes, occurred over four phases.

Writing Task 1

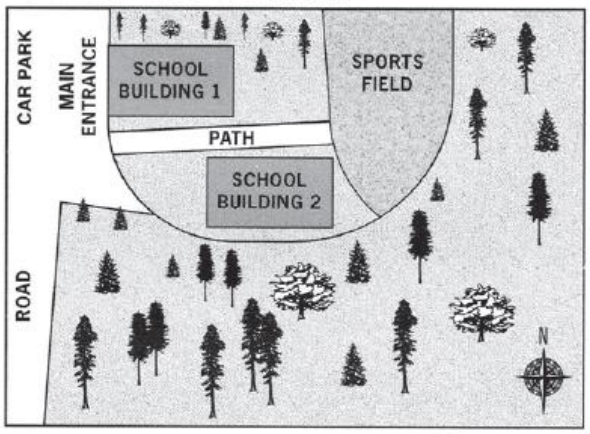
You should spend about 20 minutes on this task.

The diagrams below show the site of a school in 2004 and the plan for changes to the school site in 2024.

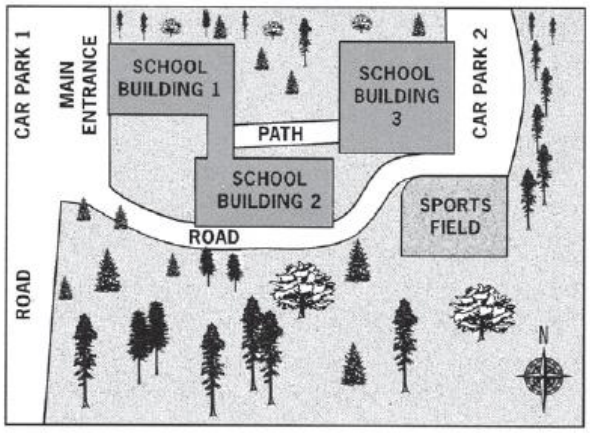
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

School Site - 2004: 600 students



School Site - 2024: 1,000 students



Model Answer (211 words):

The maps illustrate how a school site is planned to be developed over a 20-year period.

In 2004, there was only one car park to the west of the site where the main entrance to the school was located. There were also two school buildings, accommodating 600 students altogether, separated by a path running from the main entrance to the sports field in the east. The school was surrounded by woodland in the north, south and east.

There are plans to increase the number of students served by the school is by 400 in 2024. As a result, a new school building will replace the old sports field, and the two original buildings are going to be joined together. The old path will then connect these to the new building number 3, no longer running to the main entrance. Furthermore, a part of the woodland in the east is planned to be deforested and replaced by a new car park as well as a new, smaller sports field. Finally, a new road will be paved passing south of the school building, which will connect the two car parks.

Overall, there will be extensive developments with regards to construction of buildings, facilities and roads in the school site during these 20 years.

Writing Task 1 Answer Sheet

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

BRITISH COUNCIL | IELTS AUSTRALIA | UNIVERSITY of CAMBRIDGE ESOL Examinations

WRITING ANSWER BOOKLET

Candidate Name: ..... Candidate Number: .....

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Module: ACADEMIC ☐ GENERAL TRAINING ☐ (Tick as appropriate)

TASK 1

EXAMINER'S USE ONLY

EXAMINER 2 NUMBER: .....

CANDIDATE NUMBER: ..... EXAMINER 1 NUMBER: .....

EXAMINER'S USE ONLY

EXAMINER 2 TASK 1	TA		CC		LR		GRA		UNDERLENGTH		NO OF WORDS		PENALTY	
									OFF-TOPIC		MEMORISED		ILLEGIBLE	
EXAMINER 1 TASK 1	TA		CC		LR		GRA		UNDERLENGTH		NO OF WORDS		PENALTY	
									OFF-TOPIC		MEMORISED		ILLEGIBLE	